What is the IEP?

An *Individual Education Program (IEP)* is a written plan describing the specially designed instruction (SDI) and related services needed to address the individual needs of your child. The IEP describes services, objectives/ benchmarks, modifications, and accommodations that will be provided so your child can be involved in and be successful in the general education curriculum. A notice will be sent to you inviting you to participate in the meeting.



Meeting Requirements

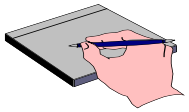
In Kentucky, the meeting to develop an IEP is called an Admissions and Release Committee (ARC) Meeting. The ARC membership consists of the following: parents: teachers, both general and special; chairperson; and the student if appropriate. By state and federal requirements, the IEP must be developed during the ARC meeting.

ARC members, including parents, may bring IEP suggestions to the meeting. However, each suggestion must be discussed, modified, accepted or rejected by the ARC Team.

If ARC members bring suggestions to the meeting, the ARC Chairperson must inform parents that these suggestions are subject to approval, modification, or rejection. However, the final IEP must be completed at an ARC meeting.

During the meeting, an ARC member makes a record of the IEP. This is done in writing or on a computer and usually the information is recorded on forms provided by the district.

Developing Individual IEP Components



Personal data such as child's name, school, date of birth, age, grade, etc. is usually included on an IEP.

- *Present Level of Educational Performance* - what your child's strengths and challenges are compared to other children. The ARC decides present levels of educational performance based on review of the most recent evaluation data, as well as parent input and school progress data.

Annual Goals and Objectives /Benchmarks - what your child is going to be working on during the school year. ARC team develops annual goals based on the needs described in the present level of educational performance. Annual goals state what your child will work on during the school year. Objectives / benchmarks are specific steps that help your child reach an annual goal.

Implementers - are who will be responsible for implementing the short term objectives / bench marks.

Special Education and Related Services - the specially designed instruction (SDI) and other services necessary to assess that your child is working toward the goals and objectives / bench marks. The ARC Members describe the specially designed instruction needed, including when each services will begin and when expected to end, how much time each week, and where services will be provided.

Next, the ARC Team decides if any related services, such as transportation, therapy, or other services are needed for your child. If needed, the ARC states the service, the nature of the service, and initiation and duration of the services.

Participation in the General Education Program - how much of the school day your child will be in classes with their same age peers. The ARC Team identifies modifications needed for participation in academic, non-academic, and states assessment.

Transition. If your child is moving from preschool to primary, school to school, or is age 14 or older, the ARC Team addresses transition as part of the IEP.

Schedule for an Annual Review - The ARC Team sets a date to review the IEP. This review must be at least once a year and may be more frequently if needed.

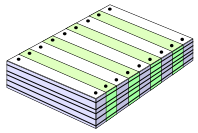
Progress. Describes how your child's progress will be measured and how you will be regularly informed of progress. You will receive progress information as often as parents of same age peers receive information.



Placement

Placement is where the specially designed instruction and related services will be provided.

Before making the final placement decision, the ARC must discuss a variety of placement options starting with the general classroom.



Paperwork

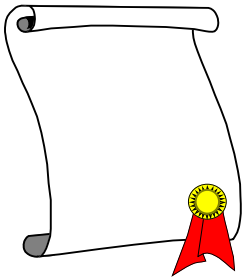
State and federal regulations DO NOT require a parent's signature on the IEP. However, it is an acceptable practice for school districts to ask parents to sign the IEP or meeting summary to show they participated in the meeting.

A copy of the IEP must be given to parents at the meeting or sent to them as soon as possible.

If you have questions about the IEP, please call your local school district for assistance.

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INDIVIDUAL EDUCATION PROGRAM (IEP) DEVELOPMENT



A Guide for Parents